

Programme 118†.

L,

(September to December, 1930.
(January to March, 1931, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM I., (A & B).

PUPILS' NAMES.....

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable stories from *Joshua*, chapters 22, 24, and *Judges*, chapters 2-7, and 11 (see Paterson Smyth). Teacher may study Dr. Paterson Smyth's *Joshua and Judges* (Sampson Low, 2/6), Part I., lessons 9 and 10, and Part II., lessons 1-6, inclusive, in order to bring the passages home to the children, adding comments if necessary.

Beginners: Teacher to read from *Bible Stories: Old Testament*, by R. G. Moulton (Macmillan, 2/6).

II. Suitable stories from *St. Matthew's Gospel*, chapters 1-9, inclusive, using Paterson Smyth's *St. Matthew* (Sampson Low, 2/-), lessons i.-vii.

Teacher will find the following books useful for personal study: (a) *Fact and Faith in the Bible*, by the Rev. W. R. Williams, M.A. (S.P.C.K., 3/6). (b) *The Accuracy of the Old Testament*, by J. Garrow Duncan, B.D. (S.P.C.K., 6/-). (c) *Side-lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). (d) *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6).

(Optional) *The Children's Kingdom* (daily readings), by G. Watts and S. F. Perrin (Blackwell, 2/6). *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester*

† The 118th term of work set since the Parents' Union School began.

Hymn Supplement (Warren; words and music, 3/-, words only, 6d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6).

Sunday Reading (optional):

- A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 373-450 (1811-1864). *Sir Walter Raleigh* (Nelson, 1/6).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-). *If I lived in Japan* (Edinburgh House Press, 1/-).
- Sunday Occupations: *Japan Painting Book* (C.M.S., 1/-). Make Christmas cards.

Writing.

- A *New Handwriting** (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card); it is essential that the teacher should study instructions, (6d.).
- A Cards 3 (small letters), 1 and 2 (capitals), and 5 (numbers and joining of letters). Two letters to be mastered each lesson. Transcribe from reading and poetry books, and write words and short sentences from dictation; new words must be visualised beforehand (see *Home Education*, pp. 240-243). Cards 6, 7, 8 and 9 are good models for cursive writing.
- B Cards 4 (strokes and simple small letters) and 10 (simple capitals). One letter to be mastered each lesson. Write, or print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

Tales.

- A *The Pilgrim's Progress** (Oxford Press, 3/6, or, Nelson, 1/6), Part II., from "The Two Lions" to "The Departure from Gaius' House." *Tales of Troy and Greece*,* by Andrew Lang (Longmans, 5/-), pp. 254-287.
- B Three or four Fairy Tales: choose from Andersen's *Fairy Tales*, pp. 1-168, or, from Grimm's *Fairy Tales*, pp. 1-96 (both Oxford Press, 3/6). Æsop's *Fables* (Murray, 2/6): choose from pp. 1-34.

English History.

- A *Our Island Story*,* by H. E. Marshall (Jack, 10/6), pp. 342-393 (1588-1685). *Tales from Canterbury Cathedral*,* by Mrs. Frewen Lord (Sampson Low, 1/6), chapters 4 and 5.
- B *Our Island Story*, pp. 85-128 (1017-1100).

Geography.

- In every lesson there should be six "Ambleside" map questions before reading letterpress, then reading and narration.
- A Philip's *Atlas of Comparative Geography** (3/6).
- A *Ambleside Geography Books*, Book I.* (revised edition) (Kegan Paul, 2/6), lessons 18-22 inclusive. *Ambleside*

Geography Books, Book II.* (revised edition), (Kegan Paul, 3/-), lessons 34-40 (pp. 130-152) inclusive. Be able to describe six places connected with recent events. Pace and make plans of the schoolroom, hall and landing.

B *Ambleside Geography Book I.*, lessons 1-5, inclusive. *The Children's World*, by M. S. (Fountain Press, 2/6); Japan, India, China, Arabia. *The Pigtail Boy* (Milford, 3½d. or 6d.). Be able to describe six places Father and Mother (or teacher) have visited. (1), Describe, (2), make in tray of sand, roads, parks, streets near home.

Natural History.1

- A & B Keep a Nature Note-Book* (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Take regular nature-walks. Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6). Find and name six kinds of wild flowers or fruits; watch six (a) animals, (b) birds.
- A *Trees and Shrubs*,* "Eyes and No Eyes Series" (Cassell, 1/3), pp. 5-80. *Wild Life Studies** by Frances Pitt (Nelson, 1/6), pp. 1-60.
- B *Plant Life in Field and Garden* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 7-80. *Birdland*, by Oliver Pike (R.T.S., 6/-). Part I., pp. 13-58.
- or, (overseas) A & B. *On the Seashore** ("Eyes and No Eyes Series," Cassell, 1/3), pp. 7-44. *Animal Life in the New World*,* by Martin Duncan (Milford, 1/-), pp. 5-40.

Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures* by Millet (P.N.E.U. Office, 2/- the set): see notes for teachers' use only in the September number of the *Parents' Review*.

French.2 (See N.B. 4.)

- A & B The work should be oral only, but in Upper I.A children may write down words and short sentences.
- A *Cours de Français, Méthode Orale, Premier Livre*, by F. Thémoin (Hachette, 2/-) Upper I.A, *La Vie de Madame Lapine* (Dent, 1/4), for narration. Take ten lessons each term. *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).
- Optional: a fable from *French Fables in Action*, by V. Partington (Dent, 1/9), children to narrate.
- B *La Vie de Madame Souris* (Dent, 1/-), six lessons each term.
- Teachers will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6; with six Columbia records, 6/6 each, not stocked at the P.N.E.U. Office).

1 Members overseas see special leaflet.

2 School may substitute the national language.

Number. (See N.B. 4.)

If not at the stage indicated, children should start work in the books set at the point they have reached, and should work straight through them.

Some rapid mental work for A and B each lesson, and regular practice in tables.

A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.* (University of London Press, 10d.), pp. 24-33, and *Fundamental Arithmetic Cards*, Standard I., Set A (1/3), cards 14-16 and 21-23. Set B (1/3) for additional examples may be used. It is essential that teachers should follow directions carefully in Teacher's Book I. (2/-).

B *Step-at-a-Time Arithmetic*, Book I.* (A. & C. Black, 7d.). Term III., pp. 27-40. Sums may be worked with dominoes, beans, etc., at first. It is essential that teacher should follow directions carefully in *Teacher's Book I.* (2/-).

Beginners: *Numbet*, by Mrs. W. A. Stephens, B.Sc.(Lond.) (P.N.E.U. Office, 4d.).

Brushdrawing.

A & B Teacher see *Home Education*, p. 313. Paint-box with specially chosen colours, brush and palette (P.N.E.U. Office, 2/6). Box of (a) crayons (4½d.), (b) coloured chalks (5d.). Children should draw occasionally with brush, crayon or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. *Pencils should not be much used.* Paintings of (a) six wild fruits; (b) six wild creatures that you have been able to watch; scenes from stories taken from Reading books set. Make Christmas cards.

Recitations.

A & B Learn 6 verses each from *Judges*, chapter 6, and from *St. Matthew*, chapter 2. Psalm 84. One suitable hymn. Learn a poem (each child may choose a different one). Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase (New Edition)*, chosen by L. Chisholm, Parts I-IV. (Nelson, I. and II., 5d. each; III. and IV., 6d. each).

Reading.

Children should "visualise" new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

A Poetry and books used for History, Geography, and Tales. (Upper I.A): *The Story of One-Ear** (Philip & Son, 8d.), pp. 40-68.

A & B Children who can read a little may use one or two of the following: *The Beacon Readers*, Books III. (1/2), IV. (1/4), according to directions in *Teacher's Manual* (Ginn, 1/6). *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each). *The Water Carrier's Son** (Milford, 3½d. or 6d.).

B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock: The Children's Reading Box** (3/6), both prepared by E. R. Tetley (Jackson & Son).

or, *The Beacon Readers*, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6). *The New Beacon Reading Cards* (10d.) and *Word Builders* (1/6), with the *Introductory Book* (9d.), may be used for beginners.

Holiday and Evening Reading:

A *Sir Francis Drake** (Nelson, 1/6). *Reynard the Fox** (Wells Gardner, 1/6). *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/6).

B *Burmese Fairy Stories*, by Donald Mackenzie (Blackie, 5/-). *In the Beginning*, by Lady Erleigh (Nelson, 2/-).

Music.

A & B (a) *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6), or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with (for teacher's own study) *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Music Appreciation.

A & B The work of César Franck. See (a) article, and (b) records suggested under *Our Work*, in the August P.R.

Singing.

A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 24-27. Two English songs: *The Clarendon Song Books*, Book I. (Oxford Press, 2/6 or 3/-; words and voice parts only, 6d. or 8d.). Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

B *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

A & B Learn some Christmas hymns and carols: *Christmas Carols*, edited by Sir J. Stainer, First Series (Novello, 1/6) may be used. See also Clarendon Song Book I. *Sonnez les Matines* (P.N.E.U. Office, 3/-), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).

Drill.

- A & B *A Hundred Children's Singing Games*, edited by F. Kidson (Bayley & Ferguson, 2/-). Folk dances: *Scandinavian Dances*, Series II (Ling Association, 11d.). *British Marches for Schools*, by Martin Shaw (Evans, 3/6). Ex-Students take House of Education Drills.
- A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6): take six consecutive Tables.
- B *Physical Exercises for Children under Seven* (3d.).
- A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work.

- A & B Help in house or garden: *Practical Gardening for Children*, by O. Marshall (S.P.C.K., 1/6). *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series III., 1 and 2. Use *The World of Paper Toy Books*, by Forbiciello (Willis & Co., Vols. III. and IV., 1/3 each). Ruffia: make a set of raffia mats, *Dryad Leaflet*, No. 60 (6d.). Make Christmas presents. *The Little Girls' Sewing Book*, by Flora Klickman (R.T.S., 1/6). *Model Railway Buildings*, by H. McKay (Wells Gardner, 1/6). *The Play-work Book*, by Ann Macbeth (Methuen, 3/6). Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B.—Teachers will find valuable suggestions in the teaching of Drawing and all handicrafts in the following: *Applied Art*, by Pedro Lemos (Batsford, 28/-). It is not advisable to follow stereotyped courses.

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 2.—The work in Form I.A. lasts for two years (average ages 7 and 8). In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 3.—In home schoolrooms where there are children in A as well as in B, both forms may work together, except in Tales, History and Geography, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 4.—In Arithmetic and French there must be no gaps (see leaflet G). Pupils must either (a) begin the set book if the subject is new, or (b) continue the subject in the set book from the point they have reached, but they will be handicapped in the future unless they have covered the full course for the Form.

N.B. 5.—Each pupil in Upper I.A. should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the

other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books from "Drawing" onwards are advisable but optional.

N.B. 6.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (P.N.E.U. Office, 5/). A record of work should be kept (see leaflet H).

N.B. 7.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 8.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 9.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1.

N.B. 10.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM I., (A & B).

PUPILS' NAMES.....

Bible Lessons.

- I. A & B 1. Tell (a), the story of the visit of the Angel of the Lord to Gideon under the oak, *or*, (b), about Gideon and the fleece of wool.
2. Tell (a), how Gideon carried out God's command to make his army smaller, *or*, (b), about the battle of the pitchers.
- II. A & B 1. Tell about (a), the visit of the Wise Men from the East, *or*, (b), the flight into Egypt.
2. Tell the story of Jesus and the healing of the Ruler's daughter, *or*, (b), the stilling of the storm.

N.B.—*Stories learned under Recitations should not be narrated, but another one should be chosen.*

Writing.

- A Write (once only) a line of poetry from memory.
- B Write, or print, (once only), "' Let's look for dragons,' I said to Pooh."

Tales.

- A 1. Tell about (a), Mercy's dream, *or*, (b), the pilgrims in the Valley of Humiliation.
2. Tell the story of (a), Perseus and the Three Grey Women, *or*, (b), how Perseus slew the Gorgon.
- B 1. Tell (a), a short fairy story, *or*, (b), one long, or two short Æsop's Fables.

English History

- A 1. Tell a story about (a), Essex, the Queen's favourite, *or*, (b), the sailing of the Mayflower.
2. Tell (a), how King Charles I. was made a prisoner, *or*, (b), how Cromwell became Lord Protector.
3. There are monuments to Bishop Broughton and Sir George Gipps in Canterbury Cathedral. Tell a story about one of these men.
- B 1. Tell (a), about the coronation of Harold at Westminster, *or*, (b), a story about Harold Hadrada.
2. Tell about (a), the Battle of Hastings, *or*, (b), Hereward the Wake.

Geography

- A 1. How does a map of the world show which countries are hot, cold and temperate?
2. What strange and interesting things would you like to see if you went to (a), India, *or*, (b), Japan?
3. (a), Tell a story about one of Sir Walter Raleigh's or Sir Francis Drake's voyages, *or*, (b), describe a place connected with recent events.
- B 1. What is the shape of our earth? Tell two ways in which you can prove it.
2. Tell six things about Chinese children.
3. Tell about a place visited by your father and mother, or by your teacher.

Natural History (Children overseas may substitute local animals and plants).

- A 1. Tell what you know about (a), the way that a chestnut tree grows, *or*, (b), oak galls, describing any you have found yourself.
2. Tell about (a), "The Little Gentleman in a Red Coat," *or*, (b), a visit to Puffin Town.
- B 1. Tell about (a), three seedboxes you have found this term, *or*, (b), three plants and their ways of defending themselves.
2. Tell (a), how the dabchicks built their nest, *or*, (b), about the Dipper, and how he gets his breakfast.
- A & B (Overseas.) 1. Tell about (a), two creatures you could see on the sea-shore, *or*, (b), how a baby crab grows up.
2. Tell what you know about (a), the Marmoset, *or*, (b), the Jaguar.

Picture Study

- A & B Describe, *from memory*, "The Washerwoman," by Millet.

(Another of Millet's pictures may be described if this one has been missed.)

French * (Oral only. No written work may be sent in.)

- A Children (a), to recite a series, (b), make three new sentences, (c), recite a poem.
- B Say six sentences, *or*, answer six questions in French.

Number (All working must be shown.)

- A 1. A squirrel collects 6 beech nuts an hour for 186 hours and his friend collects 5 nuts an hour for 195 hours. How many nuts will they have between them for the winter?
2. From a 7 lb. tin of sweets 25 bags are to be filled with 4 ounces each. What weight of sweets will remain?
3. A model train (an engine and 7 coaches) is 4 feet 3 inches long. If the engine is 9 inches long, what is the length of each of the coaches?
- B 1. If plum pudding costs 9d. for 4 ounces, how much would a pound cost, and how much an ounce?
2. A garden path is 3 feet 7 inches wide. Two snails set out to cross it from opposite sides and meet when one has travelled 1 foot 9 inches. How many inches has each travelled when this happens?
3. How many farthings are needed to buy 26 fireworks at $\frac{1}{2}$ d. each and 12 fireworks at 1d. each?

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture, giving it a name, for one of the stories (from books set) that you have enjoyed this term.
2. (a), Draw an animal you have been able to watch, *or*, (b), make a Christmas card.

Recitations *

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

Reading. *

Father to choose unseen passage.

Music. *

Examine in work done and report progress.

Singing. *

Father to choose an English and a French, song, and two tonic sol-fa exercises.

Drill. *

Drill, before parents.

Work. ★

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 8th, Papers to be posted on December 13th, *with no other enclosure*. The examination should last a full school week.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form I.A, (b) the Regulations as to the number of papers to be sent in by Schools. In Schools: a teacher's P.U.S. Report on *one* child's oral work may be sent up from Form I.B, where it is not possible to arrange for the dictated answers in I.A.

Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.